Chomsky's Transformational Linguistic Theory in Writing Skill at Islamic Senior High School: Transforming Language Learning Pedagogy

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ARTICLE INFO	ABSTRACT
	This research aimed to determine the implementation's effectiveness as supporting and inhibiting factors of Chomsky's Transformational Linguistic Theory in Writing Skill implementation. The data were collected through interviews, observations, and tests. The results of this study are: 1) the researchers obtained the difference in scores between the pretest and posttest of the control class and the experimental class. 2) there were five supporting factors and three inhibiting factors in learning *maharah kitabah* at MA Muallimat Malang Indonesia. The supporting factors are: 1) the transformation of sentences is easy to understand, 2) students have the ability of basic Arabic rules, 3) students can write Arabic, 4) enthusiasm in participating in learning activities, 5) availability of sufficient media for learning. Meanwhile, the inhibiting factors are: 1) the difficulty of students distinguishing *mudzakkar* and *muannats*,2) only a few materials limits transformation, 3) some students do not like to learn Arabic.
Keywords	Arabic writing skill; Implementation; Noam Chomsky

مستخلص البحث

يهدف هذا البحث إلى شرح تطبيق نظرية تشومسكي اللغوية التحويلية في تعلم مهارة الكتابة. كما تحدد مدى فعالية التنفيذ والكشف عن العوامل الداعمة والمثبطة. تم جمع البيانات من خلال المقابلات والملاحظات والاختبارات، قام الباحث بتحليل البيانات عن طريق إجراء اختبار t على الاختبار القبلي والبعدي باستخدام SPSS. وكانت نتائج هذه الدراسة: ١) حصل الباحث على فرق الدرجات في الإختبار القبلي والبعدي بين الفصل الضابط والفصل التجريبي. ٢) هناك خمسة عوامل إيجابية وثلاثة عوامل سلبية في تعلم مهارة كتابة بمدرسة المعلمات المتوسطة مالانج إندونيسيا و هي: ١) تحويل الجمل سهل لفهم معنى الجمل واضحا، ٢) لدى الطلاب القدرة على القواعد العربية الأساسية ، ٣) الطلاب لديهم القدرة على كتابة اللغة العربية، ٤) الاهتمام والدوافع في المشاركة في أنشطة التعلم لمهارة الكتابة، ٥) توافر الوسائط الكافية للتعلم. وفي الوقت نفسه، فإن العوامل السلبية هي: ١) صعوبة تمييز الطلاب للمذكر والمؤنث في تحويل الجمل، ٢) تحويل الجمل محدود لبضع تراكيب الكلمات والجمل، و ٣) بعض الطلاب لا يحبون تعلم اللغة العربية.

كلمات أساسية	مهارة الكتابة ؛ التنفيذ ؛ فعالية؛ نعوم تشومسكي

INTRODUCTION

The Transformational Generative Grammar Theory is one of the linguistic theories pioneered by Avram Noam Chomsky. He is one of the figures who contributed greatly to the field of linguistics. He was born on December 7, 1928, in Philadelphia (Orelus, P., & Chomsky, 2014). This theory of transformative linguistic was formalized in 1957 through his book entitled *Syntactic Structure* (Robins, 2014). The existence of this transformative generative for quite a long time does not make a person to study it. This flow is still a hot topic to be discussed today, because language reviewers also involve this theory in language learning.

In this theory, grammar is meant at all language levels including phonology, morphology, syntax, and semantics (Dekany, 2019). According to this theory, language structures can be divided into two structures, namely the inner structure and the outer structure (Nasr, 1980). The inner structure is a natural structure that does not look like a produced sentence. Meanwhile, the outer structure is the actualization of the inner structure, manifested by utterances that are spoken or written by the speaker (Yadav, 2020). An utterance that is conveyed allows it to be different from the inner structure, but the utterance still contains the same meaning (Rosyidi, 2012).

The emergence of this transformative flow is a rejection or reaction to the structural flow brought by Ferdinand de Saussure. This flow transformative is also said to complement the structural flow (Thomas, 1962). In the structural flow, language is studied from its external structure without paying attention to the structure in language. Meanwhile, Chomsky argues that language should be studied from its external structure and its internal structure (Heny, F., & Chafe, 1972). For him, language is illogical if its limited only by the act of analyzing its external structure.

Besides talking about internal and external structures, Chomsky also classifies two language skills, namely *competence* and *performance*. Competence is the knowledge or ability of a person, including several elements about the system of language rules that underlie it to form and understand sentences (Gläser, 1971). Competence is not a skill, but a knowledge system that underlies various language skills. Meanwhile, performance is the actual use of language by a person in certain situations. Chomsky emphasizes creating new sentences with his creative power (Horrocks, 1987).

In essence, transformative generative also pays attention to the intellectual or mental aspects. The theory is *Transformative,* also known as the cognitive revolution. Human language behavior is influenced by mental processes (Ouhalla, 2001). This shows that linguistics is not separate from psychology. Chomsky argues that humans have innate abilities to express new sentences that

have never been heard or spoken (Alwasilah, 1990). The creation of these new sentences requires creativity in language. This is in line with Chomsky's thinking in theory transformative generative, which states that language is a creative process (Choamsky, 1966). With the creative process, a person can formalize an unlimited number of sentences using language structure skills.

In *maharah kitabah* learning, an educator needs to arrange learning activities to help students develop Arabic, especially in written form (Wargadinata et al., 2020). Learning of *maharah kitabah* is not enough if it is only focused on educators because the creativity of students is very much needed in the learning of *maharah kitabah*. In addition, a theory is also very important to be applied so that participants do not only understand the rules (Wargadinata et al., 2020; Febriani et al., 2020). Media and learning applications are also very important in learning language skills (Jubaidah et al., 2020; Imam & Wargadinata, 2020). Therefore, in learning *maharah kitabah* a teacher can apply the theory transformative generative so that students are also able to formalize the competencies they have.

With regard to studies of transformative generative in language learning, researchers found several preliminary studies. First, this research was conducted by Muhammad Ali Abdul Basit and Rahma Putri Kholifatul Ummah in 2018, who argued that in learning Arabic, sometimes students need to be guided only, not by continuous training because language is a creative process. In this study, researchers focused on learning *nahwu* in the Nurussalam Krapyak Yogyakarta Islamic Boarding School (Basit et al., 2018). Second, this research was conducted by Alif Cahya Setiadi, who explained that in theory transformative generative, language teaching requires creativity for its users, and language is not obtained from experience and training but is a basic ability (Setiadi, 2005). The third theory research transformative generative that focuses on language itself. This research was conducted by Dr. Fatai Owolabi Jamiu in 2014, which explains the formation of sentences *interrogative* (*istifham*) in Arabic and discusses the derivation of these sentences (Jamiu, 2014).

In this study, the researchers chose MA Muallimat Malang as the object of the study. MA Muallimat Malang is a school under the Islamic boarding school which was recently established. Islamic boarding schools are the oldest Islamic educational institutions and are considered to be the original culture of Indonesia, even so, they still exist and are an alternative to education in the present era (Wargadinata et al., 2019). In this study, researchers focused their research on the implementation of theory transformative generative learning of *maharah kitabah*. *Maharah kitabah* is an Arabic language skill related to a person's ability to communicate messages and ideas in writing (Levlin & Waldmann, 2020). Students at the MA Mu'allimat Malang institution learn *maharah kitabah* in Arabic

learning, but some do not know the *nahwu* rules well so they sometimes have difficulty participating in learning of *maharah kitabah*. *Nahwu* is an Arabic syntactic study that not only examines the level of words but the context of the whole sentence (Brucher et al., 2020). Therefore, the researchers made it an object in research to examine the implementation of theory transformative generative in *maharah kitabah* learning. The researchers focused on learning of *maharah kitabah* by making sentences and changing to other sentences using *mabni ma'lum* and *mabni majhul*. Based on the explanation above, this study in general aims to describe the implementation of Noam Chomsky's transformational linguistic theory in learning *maharah kitabah*.

METHOD

This research is experimental research used to determine the effectiveness of learning *maharah kitabah* with the theory of transformative generative. The primary data in this study are the results of observations, interviews, and tests from the implementation of theory transformative generative Noam Chomsky's at MA Mu'allimat Malang. Meanwhile, secondary data in this study is in the form of additional data that supports the implementation of the theory transformative generative Noam Chomsky's. The population in this study was all students at MA Mu'allimat Malang. At the same time, the sample is some students at MA Mu'allimat Malang, 11 students in the control class and 9 students in the experimental class.

Researchers carried out three stages in observation, namely observation of the basic abilities of *nahwu, sharaf* and writing of MA Mu'allimat Malang students before using theory transformative generative, observing the basic abilities of *nahwu, sharaf*, and writing in MA Mu'allimat Malang students using transformative generative theory and observation of the *maharah kitabah's* learning after applying theory transformative generative to MA Mu'allimat Malang students. The interview is a data collection method that requires direct communication between investigators and respondents (Riyanto, 2010). In this study, researchers conducted interviews with parties concerned with learning Arabic, including teachers and students of class X at MA Mu'allimat Malang. Meanwhile, the test is a set of exercises used to measure individuals or groups' skills, knowledge, attitudes, intelligence, abilities, or talents (Riyanto, 2010). The tests are classified into two types, namely: 1) pretest, this tests conducted by students of MA Mu'allimat Malang before the application of the transformative generative theory of *maharah kitabah* learning, 2) posttest, this tests conducted by students of MA Mu'allimat Malang after the application of theory the transformative generative of *maharah kitabah* learning.

To produce valid data, researchers used triangulation techniques to check data validation. First, the researchers checked the data from the interview results. Second, the researchers examined and compared the interview data with observation data and tests to determine the validity of the data collected. Meanwhile, the researchers analyzed data by performing t-test on the pretest and posttest using SPSS (Statistical Product and Service Solution).

RESULTS & DISCUSSION

Based on the research that has been done, the researchers will present the results of the research as follows:

Implementation theory of transformative generative Linguistic Noam Choamsky's in *maharah kitabah* Learning.

In connection with theory transformative generative linguistic, Chomsky divides it into four types of transformations which include (Khamaliyah, S. N & Lestari, 2020): (1) The addition of, this transformation is the addition of sentence elements. For example:المدرس جالس ------ مدرس اللغة العربية جالس;(2) omitting, this omission is done by removing an element in the sentence structure. For example: كتاب الطهارة

----- ; هذا كتاب الطهارة; (3) permutation, this transformation is a change in the sequence of the sentence structure. For example:الطالب يدرس الفقه ------- يدرس الطالب الفقه ; (4) Replacement, this replacement is done by replacing an element with another element. For example:محمد رسول الله ----------- محمد حبيب الله.

As with the types of transformations above, researchers focus on applying permutation, elimination, and replacement transformations by providing simple materials to MA Mu'allimat Malang students, namely sentence about *mabni ma'lum* and *majhul* and the sentence of *fi'liyah* and *ismiyah.* The steps for implementing theory transformative generative in *maharah kitabah* learning are:

First Meeting

(a) Identity, *Alpha zone*, and *Scene-setting.* In the application of transformative generative theory, researchers assist students directly during the *maharah kitabah* learning process. A researcher named Lisa Khillatur Risalah is assigned as an Arabic teacher in class X MA Muallimat, Malang. The teaching will take place on Thursday, November 19, 2020. Teacher provided learning materials in the form of sentences *mabni ma'lum* and *majhul* with the allocation of 60 minutes. Basic competence in the first meeting includes: 1) understanding the sentence structure-function *mabni ma'lum* and *majhul,* 2) implementing rules *(ma'lum* and *majhul)* in setting the sentence, 3) transforming the sentence *mabni*

ma'lum and *majhul.* The learning outcome indicators are based on two things, namely competence and performance. Indicators of competence are that the students can understand *mabni ma'lum* and *majhul.* Meanwhile, the performance indicators are 1) the students can make an example sentence *mabni ma'lum* and *majhul,* 2) students are able to alter the sentence of *mabni ma'lum to mabni majhul.* Before learning, the teacher activates students' enthusiasm by doing alpha zone activities by doing 3 activities, namely: 1) greeting and asking how the students are doing, 2) checking students' attendance, 3) doing ice breakers. Then in the scene-setting, the teacher carries out two activities, namely reviewing the material about *nahwu* and *sharaf* that the students have learned. The first activity in this scene-setting aims to review and find out the *nahwu* and *sharaf* abilities possessed by students. After conducting a review, the teacher adds a brief explanation of *nahwu* and *sharaf*; (b) Core Activities as a tabel 1

Table 1. Core Activities Day-1

Duration	Activities	Theory and Elements
10 minutes	The teacher provides and explains material about *mabni ma'lum and majhul*.	Transformative generative – Competency
3 minutes	The teacher asks students to understand and asks what has not been understood.	Transformative generative – Competency
5 minutes	The teacher asks students to identify sentences together.	Transformative generative – Performance
10 minutes	The teacher asks each student to write down 3 examples of *mabni ma'lum* sentences.	Transformative generative – Performance
10 minutes	The teacher asks students to transform sentences from *mabni ma'lum to mabni majhul*.	Transformative generative – Performance
3 minutes	The teacher reflects on the learning process in the classroom from the first to the last activity and concludes today's lesson (The teacher asks students to remember what has been done).	Transformative generative – Competency
2 minutes	The teacher invites the students to straighten their seats then sit down neatly and pray led by one of the students.	Transformative generative – Performance

Table 1 is the main activity at the first meeting. At the first meeting, the material provided is related sentence *mabni ma'lum* and *majhul*. The teacher compiles 7 activities in learning of *maharah kitabah* based on theory *transformative generative* Chomsky's which consists of elements of competence and performance. Elements of competence is described by the students' understanding sentence *mabni ma'lum* and *majhul*. Meanwhile, the element performance described by the activity of the students write example sentences *mabni ma'lum* and *majhul* and transforming; (c) Assessment as table 2

Table 2. Assessment Day-1

Student Activities	Assessment Indicators		
Students give example sentences about *mabni ma'lum and majhul*.	86-100	=	Students give examples of sentences correctly.
	71-85	=	Students give examples of sentences incorrectly.
	60-70	=	Students don't provide example sentences.
Students transform sentences from *mabni ma'lum to majhul*.	81-100	=	Students transform sentences appropriately.
	66-80	=	Students transform sentences inappropriately.
	51-65	=	Students don't transform sentences.

Table 2 is a table of student's activity assessments that have been carried out at the first meeting. This rating scale is intended to make it easier for teacher to provide value during our *maharah kitabah* learning.

Second Meeting

(a) Identity, *Alpha zone*, and *Scene-setting.* The researchers assist students directly during the *maharah kitabah* learning process. A researcher named Lisa

Khillatur Risalah is assigned as an Arabic teacher in class X MA Muallimat, Malang. Implementation of the teaching is done on a Tuesday, November 24th, 2020. Teacher provided learning materials in the form of sentences *mabni ma'lum* and *majhul* with the allocation of 60 minutes. The basic competencies at the first meeting include: 1) understanding the function of the sentence structure of *mabni ma'lum* and *majhul*, 2) analyzing the elements in *mabni ma'lum* and *majhul* sentences, 3) demonstrating pictures with *mabni ma'lum* and *majhul* sentences. The learning outcome indicators are based on two things; competence and performance. Indicators of competence are: 1) the students can understand *mabni ma'lum* and *majhul*, 2) the students can distinguish between sentences *mabni ma'lum* and *majhul.* Meanwhile, the performance indicators are: 1) Students can identify the elements of the sentence *mabni ma'lum and majhul*, 2) the students can describe the picture with the sentence *mabni ma'lum* and *majhul*. Before learning, the teacher activates students' enthusiasm by doing alpha zone activities by doing three activities; 1) greeting and asking how students are, 2) checking students' attendance, 3) providing motivation to students; (b) Core Activities as Table 3

Table 3. Core Activities Day-2

Duration	Activities	Theory and Elements
3 minutes	The teacher gives the students 3 small papers containing pictures.	Transformative generative - Performance
20 minutes	The teacher asks students to paste 3 pictures on one paper, then students describe each picture by writing 1 sentence mabni ma'lum, and 1 sentence *mabni majhul*.	Transformative generative - Performance
15 minutes	The teacher asks students to identify the elements of *ma'lum* and *majhul* sentences from the description of sentences that have been made.	Transformative generative - Performance
2 minutes	The teacher asks students to submit assignments.	Transformative generative - Performance
5 minutes	The teacher asks the students to straighten their seats then sit down neatly and pray led by one of the students.	Transformative generative - Performance

Table 3 contains the core activities carried out by students at the second meeting. At the second meeting, the material provided by the teacher is still relevant on sentence *mabni ma'lum* and *majhul* based on the theory of transformative generative. At this meeting, the learning activity is more focused on student performance associated with the sentence *mabni ma'lum* and *majhul*; (c) Assessment as Table 4

Table 4. Assessment Day-2

Student Activities	Assessment Indicators		
Students describe 3 pictures with the sentences *mabni ma'lum* and *majhul.*	86-100	=	Students describe 3 pictures with sentences *mabni ma'lum* and *majhul* perfectly.
	71-85	=	Students describe 3 pictures with sentences *mabni ma'lum* and *majhul* imperfectly.
	61-70	=	Students do not describe 3 pictures with the sentences *mabni ma'lum* and *majhul.*
Students identify the elements of the *ma'lum* and *majhul* sentences that have been made.	81-100	=	Students identify the elements of the sentences *ma'lum* and *majhul* that have been made correctly.
	66-80	=	Students identify the elements of the sentences *ma'lum* and *majhul* that have been made incorrectly.
	51-65	=	Students do not identify the elements of the *ma'lum* and *majhul* sentences that have been made.

Table 4 is a table of students' activity assessments that have been carried out at the second meeting. This rating scale is intended to make it easier for teacher to provide value during our *maharah kitabah* learning.

Third Meeting

(a)Identity, *Alpha zone*, and *Scene-setting,* In the application of transformative generative theory, researchers assist students directly during the *maharah kitabah* learning process. A researcher named Lisa Khillatur Risalah is assigned as an Arabic teacher in class X MA Muallimat, Malang. The teaching was carried out on Friday, November 27, 2020. At this third meeting, the teacher provided learning material in the form of *fi'liyah* with an allocation of 60 minutes. The basic competence at the third meeting is to understand the function of the structure of the sentence of *fi'liyah* and to analyze the elements of the sentence of *fi'liyah*. The learning outcome indicators are based on two things; competence and performance. Competency indicators are: 1) students can understand the sentence of *fi'liyah*, 2) students are able to identify elements of the sentence of *fi'liyah*. Meanwhile, the performance indicator is that students can replace the elements of *maf'ul bih* with other *maf'ul bih*. To start the lesson, the teacher carries out 2 activities in doing *alpha zones,* namely: 1) greeting and asking how the students are 2) checking students' attendance. Then in the scene-setting, the teacher gives a quiz about the sentence of *fi'liyah*. The aim is to test the mastery of the sentence of *fi'liyah* before the teacher explains the material. (b) Core Activities as Table 5

Table 5. Core Activities Day-3

Duration	Activities	Theory and Elements
15 minutes	The teacher provides and explains material about the number of *fi'liyah.*	Transformative generative-Competence
5 minutes	The teacher asks students to understand and ask what has not been understood.	Transformative generative-Competence
25 minutes	The teacher gives 5 numbers of *fi'liyah* to students, then students are asked to replace the object (*maf'ul bih*) according to its *fi'il* (verb).	Transformative generative - performance

2 minutes	The teacher asks students to collect the assignments that have been given.	Transformative generative - performance
1 minute	The teacher reflects on the learning process in the classroom from the first to the last activity and concludes today's lesson (The teacher asks students to remember what has been done).	Transformative generative- Competence
2 minutes	The teacher invites the students to straighten their seats then sit down neatly and pray led by one of the students.	Transformative generative - performance

Table 5 is the core activity that students do at the third meeting. At the third meeting, the material given was related to the sentence of *fi'liyah*. The teacher arranges *maharah kitabah* learning activities based on theory of *transformative generative* Chomsky's which consists of competence and performance elements. The competency element is described by the students' understanding of the sentence of *fi'liyah*. Meanwhile, the performance element is described by students' activity in the form of changing objects (*maf'ul bih*) from the sentence of *fi'liyah* given by the teacher. (c) Assessment as Table 6

Table 6. Assessment Day-3

Student Activities	Assessment Indicators		
Students change the object (*maf'ul bih*) according to their *fi'il* (verb) from the sentence of *fi'liyah* given by the teacher.	86-100	=	Students change the object (*maf'ul bih*) according to their *fi'il* (verb) from the correct number of *fi'liyah* given by the teacher.
	71-85	=	Students change the object (*maf'ul bih*) according to their *fi'il* (verb) from the incorrect number of *fi'liyah* given by the teacher.

Table 6 is a table of student's activity assessments that have been carried out at the third meeting. This rating scale is intended to make it easier for teacher to provide value during our *maharah kitabah* learning.

Fourth Meeting

(a)   Identity, *Alpha zone*, and *Scene-setting.* The researchers assist students directly during the *maharah kitabah* learning process. A researcher named Lisa Khillatur Risalah is assigned as an Arabic teacher in class X MA Muallimat, Malang. The teaching was carried out on Monday, November 30, 2020. At the fourth meeting, the teacher provided learning material in the form of *fi'liyah* and *ismiyah* with an allocation of 60 minutes. The basic competencies at the fourth meeting are: 1) understanding the function of the structure of the sentences of *fi'liyah* and *ismiyah*, 2) analyzing the elements of the sentence of *fi'liyah,* and *ismiyah*, 3) applying the rules the sentence of *fi'liyah* and *ismiyah*) in composing sentences.The learning outcome indicators are based on two things; competence and performance. Competency indicators are: 1) students are able to understand the total the sentence of *fi'liyah* and *ismiyah*, 2) students are able to identify elements in the sentence of *fi'liyah* and *ismiyah*. Meanwhile, the performance indicators are: 1) students are able to give examples of the sentence of *fi'liyah* and *ismiyah*, 2) students are able to compile the sentence of *fi'liyah* and *ismiyah* correctly, 3) students are able to transform the sentence of *fi'liyah* and *ismiyah*. To start the lesson, the teacher carries out 2 activities in doing *alpha zones*: 1) greeting and asking how the students are 2) checking students' attendance. Then in the scene-setting, the teacher gives a quiz about the sentence of *fi'liyah* and *ismiyah* to find out the students' abilities related to the sentence of *ismiyah*, and reviews related material about the sentence of *fi'liyah*. (b) Core Activities as Tabel 7

Table 7. Core Activities Day-4

Duration of	Activities	Theory and Elements
10 minutes	The teacher provides and explains the material about the sentence of *ismiyah* and *fi'liyah*.	Transformative generative - Competency
2 minutes	The teacher asks students to understand and asks what has not been understood.	Transformative generative - Competency
15 minutes	The teacher asks students to give examples of the sentence of *ismiyah* and *fi'liyah*	Transformative generative - Performance

	alternately, and explain the elements.	
10 minutes	The teacher gives each student a paper containing 3 random sentences, then the students are asked to arrange them into perfect sentences.	Transformative generative - Performance
10 minutes	The teacher asks students to transform the sentence of *fi'liyah* that has been compiled into the sentence of *ismiyah*.	Transformative generative - Performance
2 minutes	The teacher asks students to collect the papers that have been given.	Transformative generative - Performance
1 minutes	The teacher reflects on the learning process in the classroom from the first to the last activity and concludes today's lesson (The teacher asks students to remember what has been done).	Transformative generative - Competency
2 minutes	The teacher invites the students to straighten their seats then sit down neatly and pray led by one of the students.	Transformative generative - Performance

Table 7 contains the core activities carried out by students at the fourth meeting. At the fourth meeting, the material given was related to the sentence of *fi'liyah* and *ismiyah*. The learning activities above are based on the theory *Transformative generative* Choamsky's which consists of elements of competence and performance. The competency element is described by the students' understanding of the sentence of *fi'liyah* and *ismiyah*. Meanwhile, the performance element is described by several student activities, namely: 1) providing examples of the sentence of *fi'liyah* and *ismiyah* alternately, and explaining the elements, 2) arranging some words given by the teacher to become perfect sentences, 3) transforming the sentence of *fi'liyah* which has been compiled into the sentence of *ismiyah*; (c) Assessment as Table 8

Table 8. Assessment Day-4

Student Activities	Assessment Indicators		
Students give examples of the sentence of *ismiyah* and *fi'liyah* alternately and explain the elements.	86-100	=	Students give examples of the sentence of *ismiyah* and *fi'liyah* alternately and explain the elements appropriately.
	71-85	=	Students give examples of the sentence of *ismiyah* and *fi'liyah* alternately and explain the elements incorrectly.
Students arrange random sentences given by the teacher.	81-100	=	Students arrange random sentences given by the teacher correctly.
	66-80	=	Students arrange random sentences given by the teacher incorrectly.
Students transform the sentence of *fi'liyah* that has been compiled into the sentence of *ismiyah*	91-100	=	Students transform the sentence of *fi'liyah* that has been compiled into the correct number of *ismiyah*.
	76-90	=	Students transform the sentence of *fi'liyah* that has been compiled into an incorrect number of *ismiyah*.

Table 8 is a table of students' activity assessments that have been carried out at the fourth meeting. This rating scale is intended to make it easier for teachers to provide value during our *maharah kitabah* learning. In the implementation of transformative generative theory in *maharah kitabah* learning, the teacher has applied the type of sentence transformation in the form of omission, replacement, and permutation. Disappearance is described with transformation sentences *mabni ma'lum to mabni majhul*. The transformation of the removal in question is by removing one of the elements in the active sentence (*mabni ma'lum*), namely *fa'il*. This is one type of transformation found in Chomsky's theory, namely elimination. This is by the type of transformation in the form of removal, which is defined as transforming the disposal of an element

in the sentence structure (Khamaliyah, S. N & Lestari, 2020). *Fa'il* is one of the elements in the sentence *mabni ma'lum* which is discarded when the sentence changes to *mabni majhul*.

Meanwhile, the replacement is described as the activity of students replacing *maf'ul bih* on the sentence of *fi'liyah* with another *maf'ul bih*. This is by the type of transformation in the form of replacement, namely replacing an element with another element (Khamaliyah, S. N & Lestari, 2020). *Maf'ul bih* is replaced by another *maf'ul bih* based on the same *fi'il* and *fa'il* given by the teacher.

Apart from elimination and replacement, there is also a transformation in the form of permutations. Permutation is described by the material of the sentence of *fi'liyah* and *ismiyah*, namely by transforming the sentence of *fi'liyah* to *ismiyah*. The permutation is defined as a transformation in the form of changes in the sequence of sentence structures (Khamaliyah, S. N & Lestari, 2020). This is illustrated by *fi'il* which occupies the first position (before *fa'il*) in the sentence of *fi'liyah*, then *fi'il* takes the second position (after *fa'il*) when it is transformed into the sentence of *ismiyah*.

The teacher has carried out *maharah kitabah* learning by focusing on student competencies and paying attention to how students can formalize the competencies they have. This is like the building blocks of transformative generative theory put forward by Chomsky, who argues that transformative theory is in the aspects of competence and performance (Radford, 1988).

The Effectiveness of the Implementation of Noam Chomsky's Transformative generative Linguistic Theory in *Maharah Kitabah* Learning.

In this study, the researcher obtained two data, namely the control and experimental class data.

Table 9. Results of the pretest and posttest for the control class

No.	Name of Student	Pretest	Posttest
1	S1	75	77
2	S2	30	50
3	S3	80	78
4	S4	90	95
5	S5	88	94
6	S6	68	70
7	S7	57	65
8	S8	50	68
9	S9	90	88
10	S10	65	70
11	S11	88	86

Table 9 shows the results of the pretest and posttest scores in the control class related to implementation of Noam Chomsky's Transformative generative Linguistic Theory in *Maharah Kitabah* Learning.

Table 10. Paired Sample Statistics Control Class

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	71.0000	11	19.39072	5.84652
and posttest	76.4545	11	13.65550	4.11729

Tabel 10 said the calculation of data through SPSS (Statistic Product Service Solution), the output *Paired Samples Statistics* shows a summary of the descriptive statistical results of the two samples in the form of pretest and posttest values. The average or mean value at the pretest was 71.00. Meanwhile, the average or mean value on the posttest was 76.45. This shows that the average pretest score is less than the average posttest score, it means that the average pretest and posttest learning outcomes are different. Students who contributed as a sample totaled 11 students. The standard deviation value at the pretest was 19.39072. Meanwhile, the standard deviation value in the posttest is 13.65550. Furthermore, the *standard error means the value* at the pretest shows the number 5.84652. Meanwhile, the value *means a standard error* in the posttest was 4.11729.

Table 11. Paired Sample Correlation Class Control

	N	Correlation	Sig.
Pair 1 pretest and posttest	11	.955	.000

Table 11 was a table of *Paired Sample Correlation* output. This output is the result of the correlation between the two data, namely the pretest and posttest. The significance value at this output is 0.000. This value is less than 0.05. This shows a relationship between pretest and posttest.

Table 12. Paired Sample Test Class Control

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig.
				95% Confidence interval of the difference				
Pair 1 pretest and posttest	-5.45455	7,52813	2.26982	-10.51201	-.39708	-2,403	10	.037

Table 12 is a table of *Paired Sample Test* output. The *mean paired difference* was -11.00000. In this third output table, the researcher knows that the sig. (2-tailed) is 0.037. This significant value is more than 0.05.

Table 13. Results of Pretest and Posttest Experiment Class

No.	Name of Student	Pretest	Posttest
1	S1	70	94
2	S2	50	88
3	S3	70	88
4	S4	75	94
5	S5	55	92
6	S6	55	90
7	S7	15	70
8	S8	25	75
9	S9	90	94

Table 13 shows the results of the pretest and posttest scores in the experimental class related to implementation of Noam Chomsky's Transformative generative Linguistic Theory in *Maharah Kitabah* Learning.

Table 14. Paired Sample Statistics Experiment Class

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest and posttest	56.1111	9	23.95018	7.98339
	87.2222	9	8.77180	2.92393

Table 14 shows the calculation of data through SPSS (Statistic Product Service Solution), the output *Paired Samples Statistics* shows a summary of the descriptive statistical results of the two samples in the form of pretest and posttest values. The mean or mean value at the pretest was 56.11. Meanwhile, the average or mean value on the posttest was 87.22. This shows that the average pretest score is less than the average posttest score, means that the average pretest and posttest learning outcomes are different. Students who contributed as a sample amounted to 9 students. The standard deviation value on the pretest is 23,95018. Meanwhile, the standard deviation value in the posttest was 8.77180. Furthermore, the value *means standard error* at pretest is 7.98339. Meanwhile, the value *means a standard error* in the posttest is 2.92393.

Table 15. Paired Sample Correlation Experiment Class

	N	Correlation	Sig.
Pair 1 pretest and posttest	9	.915	.001

Table 15 is a table of *Paired Sample Correlation* output. This output is the result of the correlation between the two data, namely the pretest and posttest. The significance value at this output is 0.001. This value is less than 0.05. This shows a relationship between pretest and posttest.

Table 16. Paired Sample Test for Experiment Class

	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the difference		t	df	Sig.
				Lower	Upper			
Pair 1 pretest and posttest	-31.11111	16.31291	5.43764	-43.65033	-18.57190	-5,721	8	.000

Table 16 is a table of *Paired Sample Test* output. The *mean paired difference value* is -31.11111. In this third output table, the researcher knows that the sig. (2-tailed) is 0.000. This significant value is less than 0.05. Researchers found a significant difference between the pretest and posttest results in the experimental class, namely before the researcher implemented the transformative generative theory and after. This is by the basis of decision making that the significant value is less than 0.05, so there are differences in learning outcomes between pretest and posttest.

Based on the explanation of the two tables above, the researchers concluded that the pretest mean of the control class was 71.00, and the posttest average of the control class was 76.45. While the pretest average experimental class was 56.11, and the average posttest experimental class 87.22. This shows that there is a difference in value between the pretest and posttest scores in the control class and the experimental class. The magnitude of the increase in the mean score of the control class is 5.45. While the magnitude of the increase in the average value of the experimental class was 31.11. Therefore, the researchers concluded that the implementation of Noam Chomsky's Transformative generative Linguistic theory is relevant to *maharah kitabah* learning at MA Mu'allimat Malang because there is a significant increase in the average results of the experimental class.

Supporting and Inhibiting Factors for the Implementation of Noam Chomsky's Transformative generative Linguistic Theory in *Maharah Kitabah* Learning

The supporting factors of the implementation of transformative generative theory in learning *maharah kitabah* are:

The sentence transformation is easy to understand.

The sentence transformation delivered by the teacher is easy for students to understand. This is driven by two main factors: the teacher's competence and clarity in delivering material and adequate student competence. At MA Mu'allimat Malang, the teacher explains the material clearly, so that students can understand it easily. In addition, teacher has an important role in changing the behavior and thoughts of students towards achieving educational goals (Maimunah, 2019). Therefore, the competence possessed by a teacher is an important factor in achieving students' achievement (Umar, 2019). In addition, the ease of students' understanding sentence's transformation is also encouraged by the innate abilities of students in the form of Arabic language skills.

Students can use basic Arabic rules so that it is easier for students to transform sentences.

The basic skills of *nahwu* and *sharaf* are indispensable in learning *maharah kitabah*. This is in accordance with the basic things that need to be considered in learning *maharah kitabah*, namely: 1) *nahwu and sharaf*, 2) *imla'*, 3) *khot* (Kuraedah, 2015). In general, the ability of *nahwu* and *sharaf* is very much needed in learning languages, both receptive and productive abilities (Mariyam, 2021; Mulyadi, 2020; Ritonga, 2018). The basic abilities of *nahwu and sharaf* that are owned make it easier for students to take part in learning *maharah kitabah*. In addition, this ability also makes it easier for students to transform sentences because sentences' transformation requires two important elements, namely competence and performance. Competence as knowledge about a language that drives a language performance is called performance, as a form of language use by utilizing the creativity of speakers (Henkel, 1990). MA Mu'allimat Malang students have the basic ability of *nahwu* and *sharaf* so that they are able to transform sentences in learning *maharah kitabah*.

Students can write Arabic.

The ability to write Arabic is the most important thing in learning *maharah kitabah* (Maturedy et al., 2020). If students cannot write Arabic, then students cannot participate in learning *maharah kitabah* properly. This is as explained above that one of the basic things that need to be considered in learning *maharah kitabah* is *khot* (Kuraedah, 2015). *Khot* is related to the students' ability

in writing Arabic. The ability to write Arabic is also influential in transforming sentences because the transformation of sentences in *maharah kitabah* requires students' Arabic writing skills, not speaking or listening skills. At MA Mu'allimat Malang, students can take part in learning *maharah kitabah* and transform sentences because students can write Arabic.

Interest and enthusiasm in participating in *maharah kitabah* learning activities in class.

The existence of high interest and enthusiasm makes it easier for students and teacher to carry out learning. One of the factors that affect students learning outcomes is student interest and enthusiasm for learning (Dalyono, 2009). When learning *maharah kitabah*, MA Mu'allimat Malang students have high learning motivation in participating in classroom learning activities. This can be seen from their enthusiasm in participating in learning, listening to teachers, and doing assignments.

The availability of sufficient media for learning.

Media is one of the facilities needed in learning (Wargadinata et al., 2020). This is because the media functions to transmit messages that can stimulate students' thoughts, attention, and willingness to learn. Media is also a means to help achieve learning goals (Puspitarini, & Hanif, 2019). When learning *maharah kitabah*, the media is sufficiently available at MA Mu'allimat Malang. Whiteboards and markers are parts of the media used during learning. Therefore, the teacher can convey messages freely during learning and students can more easily understand the teacher's explanation.

The inhibiting factors of the implementation of theory *transformative generative* learning *maharah kitabah* are:

Difficulties students to distinguish *mudzakkar* and *muannats* in the transformation of the sentence.

In MA Mu'allimat Malang, some students are difficult to distinguish *mudzakkar* and *muannats* in the transformation of the active sentence (*ma'lum*) and passive (*majhul*). This is due to the difference between the transformation of active to passive sentences in Indonesian and Arabic. Overall, the students do not understand Arabic in depth. This contrasts with Jane Singleton who says that transformative generative grammar is internalized by someone who masters a language (Singleton, 1974). Meanwhile, the students master Indonesian better than Arabic so that they face difficulties in applying both *mudzakkar* and *muannats* in the current sentence transformation in Arabic.

Sentence transformation is limited by only a few materials.

Sentence transformation has four types of transformations that can be applied in various materials during learning *maharah kitabah*. However, the

teacher only focuses on certain materials because not all students understand Arabic rules in depth.

There are students who do not like to learn Arabic.

When learning Arabic, students certainly need to instill a love for Arabic itself (Maghfirah, 2017). This is because interest affects students' learning processes, including language learning (Yang, 2008). At MA Mu'allimat Malang, some students who are less interested in learning Arabic sometimes have problems with understanding the material. However, the teacher always encourages them to participate in *maharah kitabah* learning and have willingness to ask their friends.

CONCLUSIONS

From implementing the theory above, the researchers made a calculation that showed that the pretest means score in the control class was 71.00. Meanwhile, the average score on the posttest was 76.45. The significance value on the paired sample test was 0.037> 0.05. Meanwhile, the average pretest score in the experimental class was 56.11. Meanwhile, the average posttest score was 87.22. The significance value on the paired sample test is 0.000 <0.05, which indicates a difference between the pretest and posttest results in the experimental class. The magnitude of the increase in the mean score of the control class is 5.45. At the same time, the magnitude of the increase in the average value of the experimental class was 31.11. Therefore, the researchers conclude that the implementation of transformative generative Noam Chomsky's theory relevance for application to *maharah kitabah* learning because there is a significant increase in the average results of the experimental class.

After carrying out the learning process, several supporting and inhibiting factors in learning *maharah kitabah* at MA Muallimat Malang. The supporting factors include: 1) the transformation of sentences is easy to understand, 2) students have the ability of basic Arabic rules so that students can quickly transform sentences, 3) students can write Arabic, 4) Interest and enthusiasm in participating in learning activities *maharah kitabah* in class, 5) availability of sufficient media for learning. Meanwhile, the inhibiting factors are: 1) the difficulty of students distinguishing *mudzakkar* and *muannats* in the transformation of the sentence, 2) transformation is limited by only a few materials 3) some students do not like to learn Arabic.

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